CONSULTATION IS AVAILABLE
If you have concerns about a student, contact UCR’s Counseling and Psychological Services staff for consultation.

SOME OF THE WAYS UCR’S COUNSELING AND PSYCHOLOGICAL SERVICES MIGHT HELP INCLUDE:
1. Assessing the seriousness of the situation
2. Suggesting potential resources
3. Finding the best way to make a referral
4. Clarifying your own feelings about the student and the situation

UCR’S COUNSELING AND PSYCHOLOGICAL SERVICES
Registered students may use UCR’s Counseling and Psychological Services. Students are encouraged to make their own appointments if possible. Counselors are available Monday – Friday, 8:30 a.m. – 4:30 p.m. for walk-in or phone consultation or crisis assessment. After hours, counselors are available by phone 24 hours per day by calling (951) UCR-TALK or (951) 827-8255.

During the student’s first visit to UCR’s Counseling and Psychological Services, information and consent forms will be filled out prior to the initial session. During the first appointment, the therapist will begin to assess the student’s needs and determine the most effective way to help. Options may include counseling with Counseling and Psychological Services.

IN AN EMERGENCY
Try to stay calm. Find someone to stay with the student while calls are made. Notify your supervisor or department head.

For students expressing a direct threat to themselves or others, or who act in a disruptive, bizarre, or a highly irrational way, call:

UC Riverside Police
911 or (951) 827-5222 (24 hours)
• For transportation and/or protection.

Counseling and Psychological Services
(951) 827-5531 (8 a.m. – 5 p.m.)
• For walk-in or phone consultation, evaluation, treatment, and referral or 24 hours by phone consultation.

Student Affairs Case Managers
(951) 827-5000 or (951) 827-9654
Dean of Students Office, 381 Highlander Union Building
• For referrals, linkage, problem-solving, and advocacy to campus community resources.

UCR Counseling and Psychological Services
HOURS
Monday through Friday • 8 a.m. – 5 p.m.

FOR AN APPPOINTMENT
Call UCR’s Counseling and Psychological Services during regular office hours
(951) UCR-TALK • (951) 827-8255
Or (951) 827-5531
On Campus: 2-TALK (2-8255)

COUNSELORS ARE ALSO AVAILABLE BY PHONE
24-hours Daily
(951) UCR-TALK • (951) 827-8255
Or 951-827-5531
On Campus: 2-TALK (2-8255)

ADDRESS
UC Riverside Counseling and Psychological Services
Veitch Student Center, North Wing
Riverside, CA 92521
counseling.ucr.edu

Made available by UCR’s Counseling and Psychological Services

CRITICAL RESOURCES
RIVERSIDE HELPLINE 1-800-686-Help
1-(800) 686-4357 (24 Hours)

NATIONAL SUICIDE HOTLINE 1-800-SUICIDE
1-(800) 784-2433 (24 Hours)

STUDENT HEALTH SERVICES
(951) 827-3031

counseling.ucr.edu

BE MENTALLY HEALTHY
BE LESS STRESSED
BE WELL

Accredited by
The International Association of Counseling Services, Inc.
Suicide is the 2nd leading cause of death in college age students.

It is especially important that faculty and staff are aware of what can be done to prevent such a tragedy. This brochure will help you become aware of signs of a distressed student, things that you might do to help the student, signs of suicidal ideation, and when and how to make effective referrals for additional help.

**WARNING SIGNS OF SUICIDE**

**THERE ARE BASICALLY FOUR TYPES OF WARNING SIGNS:**

1. **Situational:** stressful or traumatic experience.
2. **Depressive:** changes in usual behavior, inability to concentrate, socially withdrawn, easily agitated, crying, sense of worthlessness, appears sad, abusing substances.
3. **Verbal signs:** direct or indirect; verbally or in written material (e.g., assignments, papers, etc.)
4. **Behavioral:** giving away possessions, writing suicide note, acquiring means to commit suicide, organizing business and personal matters, suddenly resigning from organizations or clubs.

Look for a cluster of signs. A suicidal person who gives warning signs will most often present more than one clue.

**TIPS FOR RECOGNIZING TROUBLED STUDENTS**

There are two levels of student distress which, when present over a period of time, suggest that the problems are more than the “normal” ones.

1. **Ambiguous Dangers/Problems**

Although not disruptive to others in your class, these behaviors may indicate that something is wrong and that help may be needed:

- Serious grade problems
- Unaccountable change from good to poor performance
- Change from frequent attendance to excessive absences
- Change in pattern of interaction

- Marked change in mood, motor activity, or speech
- Marked change in physical appearance
- Repeated request for special consideration
- New or regularly occurring behavior which pushes the limits and may interfere with class management
- Unusual or exaggerated emotional response

2. **Imminent Danger/Critical Problems**

These behaviors usually show that the student is in crisis and needs emergency care:

- Highly disruptive behavior (hostility, aggression, etc.)
- Inability to communicate clearly (garbled, slurred speech, disjointed thoughts)
- Loss of contact with reality (seeing/hearing things that are not there, beliefs or actions at odds with reality)
- Overt suicidal thoughts and gestures (suicide is a current option)
- Homicidal threats

**WHAT YOU CAN DO TO HELP**

**RESPONSES TO AMBIGUOUS DANGEROUS BEHAVIOR:**

- Talk to student in private when you both have time.
- Express your concern in non-judgmental terms.
- Listen to the student and repeat the main point of what the student is saying.
- Clarify the costs and the benefits of each option for handling the problem from the student’s point of view.
- Respect the student’s value system.
- Ask if the student is considering suicide.
- Make appropriate referrals if necessary.
- Inform your manager.
- Make sure the student understands what action is necessary.
- Consult with a mental health professional at UCR’s Counseling and Psychological Services.

**DON’T…**

- Try to shock or challenge the student.
- Analyze the student’s motives.
- Become argumentative.
- React with shock or disdain at the student’s thoughts and feelings.
- Minimize the student’s distress.

**RESPONSES TO IMMINENTLY DANGEROUS BEHAVIOR:**

- Stay calm.
- Call 911.
- Call emergency referral on the back of this pamphlet.
- Inform your manager.

**DON’T…**

- Show that you take the student’s feelings seriously.
- Let the student know that you want to help.
- Listen attentively and empathize.
- Reassure that with help he/she will recover.
- Stay close until help is available or risk has passed.

**WHEN TO MAKE A REFERRAL**

Even though a student asks you for help with a problem and you are willing to help, there are circumstances when you should suggest other resources:

- You are not comfortable in handling the situation.
- The help necessary is not your expertise.
- Personality differences may interfere with your ability to help.
- You know the student personally (friend, neighbor, friend of a friend) and think you may not be objective enough to help.
- The student is reluctant to discuss the situation with you.
- You see little progress in the student.
- You feel overwhelmed or pressed for time.

**How to Make a Referral**

**TO THE STUDENT:**

- Be frank with the student about the limits of your time, ability, expertise, and/or objectivity.
- Let the student know that you think she/he should get assistance from another source.
- Assure them that many students seek help over the course of their college career.
- Assist the student in choosing the best resource.
- Try to help the student know what to expect if she/he follows through on the referral.

**CONSIDER THESE QUESTIONS BEFORE MAKING THE REFERRAL:**

- What are the appropriate and available resources for the student?
- With whom would the student feel most comfortable?
- Who will make the initial contact, you or the student?

(continued on back)